

INSPECTION REPORT

Brockham Primary School

Betchworth

LEA area: Surrey

Unique reference number: 124949

Headteacher: Mr. E. W. Starkie

Lead inspector: Marianne Harris

Dates of inspection: 7th to 10th June 2004

Inspection number: 255625

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	350
School address:	Wheelers Lane Brockham Betchworth Surrey
Postcode:	RH3 7LA
Telephone number:	01737 843384
Fax number:	01737 845150
Appropriate authority:	The governing body
Name of chair of governors:	Mr. A. Bathe
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

Brockham Primary school is situated in a rural village in Surrey. It is larger than the average primary school but pupils join the school at different times. The organisation of local, surrounding, schools means that some children join the school in the Reception Year when they are five, some join after they have finished Year 2, so they are seven, and some join in Year 4, because they have attended the local first school. Some pupils leave at the end of Year 5 to attend the local grammar school. Overall, pupils are from socially advantaged backgrounds, and their skills and knowledge when they join the school are above average. The proportion eligible for free school meals is very low, there are no pupils who are learning English as an additional language, and the proportion who have special educational needs is below average. The school received a Healthy Schools Award in 2003, and a School Achievement Award in 2001. In the same year they gained Investors in People status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23288	Marianne Harris	Lead inspector	Foundation Stage; English as an additional language; religious education
19653	Elizabeth Dickson	Lay inspector	
23487	Patricia Kitley	Team inspector	English; geography; history; physical education; special educational needs
23870	Andrew Howe	Team inspector	Science; art and design; design technology
11982	Ray Morris		Mathematics; information and communication technology; music; PSHE and citizenship

The inspection contractor was:

e-Qualitas Limited

Langshaw
Pastens Road
Limpsfield Chart
Oxted
Surrey
RH8 0RE

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Brockham is a good school that provides a good education for the pupils. Standards are above average in most subjects and pupils achieve well, particularly in their personal development. Teaching and learning are good and the school is well led and managed. Pupils are very enthusiastic about learning and parents support the work of the school very well. The school provides good value for money.

The school's main strengths and weaknesses are

- Standards in mathematics, reading and speaking and listening are well above average by the end of Year 2 and Year 6
- Teaching and learning are good throughout the school
- Assessment is not yet used consistently enough to raise standards further
- The school is well led and managed and governors are very supportive
- Provision for pupils' personal development is very good, and, consequently they have very positive attitudes to learning, behave very well and are confident that their ideas are listened to and acted upon
- The curriculum is very broad with outstanding opportunities for pupils to learn outside of lessons
- Pupils are very well prepared for the next stage of their education

There has been good improvement since the last inspection in 1998. The weaknesses identified have been successfully tackled so that standards in reading have risen, pupils' personal development is very well provided for and collective worship meets statutory requirements. The quality of teaching has improved with more good and very good teaching seen this time. The strong aspects, such as pupils' attitudes and the very effective links with parents, have been maintained.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	B	B	C
mathematics	A	A	B	C
science	A	B	A	B

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; Similar schools are those whose pupils attained similarly at the end of Year 2.

Inspectors judge pupils' achievement by looking at the progress they make over their time in school, as well as how they do in lessons. **Pupils' overall achievement is good**, particularly in their personal development. When the children come into school most are of above average ability. They make good progress in the Reception class, especially as a significant number only spend one term in the class full time, and, by the time they join Year 1 most of the children are likely to reach the expected goals for children's learning, and about a third are likely to exceed them. National test results for pupils at the end of Year 2 and Year 6 last year were above average overall. A number of high attaining pupils leave at the end of Year 5 to go to the local grammar school. This means that the overall standards are above average when compared with the national results and much the same as similar schools. However, the pupils who complete Year 6 are achieving well. These results were reflected in the work seen during the inspection, except in mathematics and speaking and listening where standards were

judged to be well above average. All pupils achieve well because the school places much emphasis on ensuring that pupils are enthusiastic about learning and keen to fully participate in lessons. Pupils with special educational needs, and those of higher ability, achieve well because they are effectively supported with work that matches their needs, providing a challenge to pupils of all abilities. The pupils who join the school part way through their education are well supported so that they too can make good progress and achieve well. Pupils across the school achieve well in subjects other than English, mathematics and science. Where it was possible to make judgements, standards are above average.

Pupils' personal qualities are very good. The school provides very well for pupils' personal development and, as a result, pupils enjoy coming to school and behave very well. They take a very active part in all aspects of school life. Attendance is well above the national average and most pupils arrive at school on time and eager to learn. Relationships throughout the school are very good and all pupils work very effectively together. **Provision for pupils' spiritual, moral, social and cultural development is very good** and this contributes to pupils' good achievement.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are good across the school. Lessons are interesting and this results in the pupils being very keen to learn. Work is carefully planned to meet the needs of pupils of all abilities. Assessment is satisfactory. The system for tracking the progress that pupils make is now more rigorous and shared with class teachers. Targets are now being set for individual pupils that detail what each child is expected to achieve at the end of each year, as well as at the end of Year 2 or 6. Work is beginning to be marked effectively and is better in Years 1 and 2 than it is in Years 3 to 6 because it is more consistent and gives pupils a clear idea what they need to do to improve their work. However, these initiatives are all quite new and have not had time to become firmly established across all classes and have an impact on raising standards. The curriculum is very good with outstanding opportunities for pupils to learn outside of lessons. Induction procedures for children joining the Reception class are very good and pupils are very well prepared before joining their secondary school. Pupils who join the school part way through their education are welcomed and made to feel part of the school from their first day. Staff make sure that the environment is safe and all pupils are very well cared for.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher leads the school well and has built an effective team. The subject leaders are very enthusiastic and keen to check up on their subject. They provide good guidance for their colleagues and are supportive of each other. Governors are very supportive of the school, are very aware of the strengths and weaknesses within and challenge the senior management team whenever necessary. They fulfil their statutory duties well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school and support their children very well in their work. They are confident that the school is doing a good job. Pupils really enjoy coming to school and know that there are many adults who they can turn to if they have a problem or a worry. They take a full and active part in the life of the school and know that their ideas and suggestions are listened to and action taken.

IMPROVEMENT NEEDED

The most important thing the school should do to improve is

- Ensure that marking and individual targets are set consistently across the school

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good. Those who join part way through their education achieve well in all subjects and pupils with special educational needs are well supported. Standards in mathematics and in speaking and listening are well above average across the school.

Main strengths

- Pupils of all abilities achieve well
- Standards in speaking and listening and mathematics are well above average

Commentary

1. Inspectors judge achievement by looking at the progress pupils make, in relation to their ability, during their time in school, as well as how well they do in lessons. When children enter the Reception class most are of above average ability. During their time in the Reception class the children make good progress, especially in their personal development, so that most are likely to reach the expected goals for children's learning, and a good proportion, around a third, are likely to exceed them. This represents good achievement, especially as some children only spend as little as a term in the class. Children with special educational needs are well supported so that they too can make good progress.
2. In the 2003 national tests for pupils at the end of Year 2, results were above average overall. Standards in mathematics were well above average. In science standards were above average, with a high proportion of pupils reaching the higher level. These standards were reflected in the work seen during the inspection. Pupils' speaking and listening skills are promoted very well and they reach standards that are well above average. Pupils speak very clearly and listen attentively in class, making relevant and thoughtful contributions to discussions. Where standards were judged in subjects other than English, mathematics and science, standards are above average. This consistency in standards, coupled with pupils' very good attitudes means that they achieve well. The trend in improvement in national test scores is above that seen nationally for pupils at the end of Year 2.
3. The 2003 national tests for pupils at the end of Year 6 were above average overall. Pupils achieved well even though the results were apparently not as good as might have been expected when compared with Year 2 results for the same year group. This reflects the fact that when children join in Year 3 or 4 the year group almost doubles in size and some of the most able pupils leave at the end of Year 5. When looking at work and talking to pupils it is evident that all achieve well and work as hard as they can. Standards in mathematics are well above average, and speaking and listening skills are developed very well. Pupils are very confident when talking to a wide variety of audiences. They speak clearly and use mature language. In lessons they contribute sensitively to discussions, taking account of the views and opinions of others. Pupils also achieve well in subjects other than English, mathematics and science. They achieve well in information and communication technology because their skills are promoted effectively in other areas of learning. Pupils with special educational needs achieve well in all subjects because they are supported effectively and given lots of encouragement to take part in all that the school has to offer. Pupils' very good attitudes to school and to learning contributes significantly to their achievement and results in them being ready for the next stage of their education.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
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reading	17.6 (16.5)	15.7 (15.8)
writing	15.7 (15.2)	14.6 (14.4)
mathematics	18 (16.5)	16.3 (16.5)

There were 44 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.2 (28.4)	26.8 (27.0)
mathematics	27.9 (28.4)	26.8 (26.7)
science	30.2 (29.8)	28.6 (28.3)

There were 77 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Pupils' very good attitudes and behaviour, together with their very good attendance provide a firm foundation for all they achieve. Pupils' personal qualities develop very well as a result of the school's very good provision for their spiritual, moral, social and cultural development.

Main strengths

- Pupils of all ages and abilities are very keen to take part in lessons and other activities
- Pupils behave very well as a result of the school's consistently high expectations of conduct and manners; exclusions are very rare
- Pupils' personal development is very good because the school gives a high priority to fostering it
- Relationships between pupils are very good and pupils work very well with each other
- Attendance is well above the national average

Commentary

4. At whatever stage they join the school, pupils want to do their best and are interested and involved in all the activities offered. Children settle quickly into the Reception class and make very good progress towards the expected goals in their personal, social and emotional development. In lessons there is a strong work ethos; pupils concentrate very well and are keen to answer questions, and readily offer their own ideas and suggestions. They rarely call out or interrupt other pupils or teachers. In a Year 4 mathematics lesson pupils achieved very well because they settled quickly to their work, answered the teacher's questions confidently and asked their own intelligent questions. Outside lessons, pupils take a pride in the school environment, and enjoy taking part in extra-curricular clubs and visits. They are friendly and cheerful, and talk confidently and pleasantly with visitors.
5. The school expects high standards of courtesy and conduct from pupils, who are very happy to do all they can to follow the example set by adults. As a result pupils' behaviour, both in classrooms and around the school is very good. They observe everyday courtesies very well, remembering to say 'please' and 'thank you', offering to help adults, and holding doors open for others. There is a very strong emphasis on thinking of other people and doing what is right. Exclusion is used only extremely rarely and only as a last resort. Pupils' attitudes and behaviour contribute significantly to the ethos of the school, and to the learning that takes place.
6. Relationships are very good. The way in which pupils work together in lessons, and play together at break times, is a strength of the school. These very good relationships mean that incidents of bullying are very rare. However, the school is in no way complacent, and stresses the importance of treating others with respect. Pupils say that this is a friendly school where

children of all ages get on well with each other, and where teachers treat them fairly and 'everyone gets a chance'. They feel comfortable about asking for help. In class discussions pupils are confident in expressing their feelings, knowing that they will be listened to. Pupils readily take initiative and welcome responsibility. Those who are chosen as peer mediators or school councillors take their roles seriously. Older pupils automatically look after younger ones. Consequently, there is a whole school atmosphere that reflects the ethos of the school.

7. Pupils' spiritual, moral, social and cultural development is very good. Their spiritual education is developed through religious education lessons and assemblies; it is further promoted through the emphasis on feelings that dominates circle time sessions, and the importance attached to caring for the school and wider environment. Social development is enhanced by the range of visits pupils undertake, the extra-curricular activities and the residential visits in which they participate. Pupils' cultural development is well promoted in their studies of other countries and religious traditions. Although quite challenging for a school where pupils do not have a range of ethnic backgrounds, there are many examples around the school in displays, the books used, and in art work of pupils being brought into contact with cultures quite different from their own experience. A varied programme of visits to theatres, museums and art galleries also help to broaden pupils' cultural awareness.
8. Attendance is consistently well above the national average, and most pupils arrive at school on time. The school monitors attendance and punctuality well, and has appropriate initiatives to encourage pupils to attend regularly.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – any other mixed background
Asian or Asian British – Indian
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
323	1	0
1	0	0
13	0	0
2	0	0
1	0	0
10	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.1
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for 2002-2003.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good and the curriculum is enriched by outstanding opportunities for pupils to learn outside of lessons. Links with parents and the local community are good and contribute to the good achievement of all pupils.

Teaching and learning

Teaching and learning are good. Assessment is satisfactory, but is not yet used fully to raise standards.

Main strengths

- Teachers use questioning very well to encourage pupils to think and this results in very good discussions
- Work is well planned to meet the needs of all pupils
- Assessment is beginning to have an impact on raising standards

Commentary

9. The quality of teaching and learning across the school is good. Lessons are interesting and the school grounds are used very well to promote learning in many subjects. This is particularly notable in science where the environmental area is used very effectively to promote an understanding of animal habitats and the conditions they need to live in. Teachers have good questioning skills so that pupils are encouraged to think and find answers for themselves. For example, in a good religious education lesson, Year 6 pupils were asked to think about the different versions of the Creation story and relate this to their knowledge of Hinduism. When the teacher admitted that she did not know something the pupils set about finding out for themselves. The pupils discussed their thoughts with each other and, although no answer was available during the lesson, by the end of the day the pupils had found out what happened to the food that was left out at roadside shrines in India.
10. Planning is good. It meets the needs of all pupils. Those who are more able have work that is challenging, and pupils with special educational needs are supported well with writing frames and word banks, for example, so that they can be fully included in lessons. Classroom assistants make a good contribution to the quality of teaching and learning. They sometimes help a pupil who has particular special needs, or sometimes provide support for a group of pupils. Teachers make sure that classroom assistants know what to do and value the part they play in supporting pupils' learning.
11. Assessment is satisfactory. Marking in books is positive and rewards effort, but does not always give points for improvement. It is generally better in Years 1 and 2 than in the rest of the school because it gives pupils a better idea of what to do to improve their work. The staff are beginning to set targets based monitoring of work in class, and on published tests. These targets detail what each child is expected to achieve at the end of every year and are shared with teachers who are new to the class. These targets are now being reviewed regularly and pupils' progress is being tracked. However, all of these initiatives are still relatively new and have not had an impact on raising standards further, because they are not consistently applied in every class.

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	9 (21%)	22 (51%)	11 (26%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

Curriculum

The school provides a very good curriculum. It is enriched by an excellent range of extra-curricular and other activities. Accommodation and resources are good.

Main strengths

- Very good links are made between subjects so that pupils' learning is relevant and meaningful

- An outstanding range of additional activities significantly broadens pupils' experiences
- Teachers make very effective use of the school grounds to enhance pupils' learning
- Very good provision is made for pupils' personal, social and health education
- Good support is provided for pupils with special educational needs

Commentary

12. There has been good improvement since the last inspection and the curriculum is now a major strength. The way in which the school has established links between subjects, and the additional opportunities it provides for learning outside the classroom, contributes significantly to the quality of education provided for pupils. Teachers plan effective lessons in which learning in one subject is often consolidated and extended through work in another. In a Year 3 geography lesson, for example, pupils created their own maps of the area around Box Hill in preparation for a visit. They then used the maps as the basis for writing directions as part of their work in English. Pupils in Year 6 extended their understanding of mathematics in an art lesson on colour tones, when they used co-ordinates to create monochrome copies of pictures. As a result, pupils appreciate that knowledge and understanding of one subject can be used in another. An example of this was seen when a Year 6 pupil used newly acquired religious knowledge – that Hindus have to be born into their faith - to state in a mathematics lesson that the probability of someone converting to Hinduism is nil.
13. Children in the Reception class benefit from a very broad and balanced curriculum that emphasises all areas of learning. The outside area and the school grounds are used very well to promote learning in physical development and to enrich the children's knowledge and understanding of the world. However, there is sometimes an over-dependence on printed worksheets and this limits the opportunities children have to practice their skills.
14. Pupils' learning benefits from an excellent range of extra-curricular activities and additional opportunities both in and beyond the classroom. Those in Years 3 to 6, for example, enjoy regular French lessons. In a very good lesson observed during the inspection they not only learnt to ask for ice creams and different fruits, but they also took turns to buy and sell them using euros. Both learning and social skills are developed through a variety of visits to places of interest, and opportunities for older pupils to experience residential visits in this country, exchanges with a French primary school and links with other English schools in different social circumstances. Effective procedures also enable teachers to identify pupils who have particular aptitudes or talents, and the school provides additional encouragement and opportunities for pupils to develop these. The work seen in all subjects during the inspection reflected, and was enriched by, this provision.
15. The school provides well for pupils who have special educational needs. With the help of the special educational needs co-ordinator (SENCO), teachers devise individual educational plans to support different aspects of learning so that pupils receive good support in lessons. The school ensures that these needs are met in all aspects of school life and actively encourages pupils to develop talents and skills in areas outside the classroom. As a result pupils are involved in all aspects of school life.
16. The provision for pupils' personal, social and health education is very good, and encourages pupils to take responsibility in school and prepares them for growing up. The school fully meets statutory requirements for collective worship, which is good improvement since the time of the last inspection.
17. The school actively fosters an appreciation of the environment. Teachers, with the full involvement of pupils and supported by parents, have made imaginative use of the school grounds. The Eco-School project, directed and managed to a great extent by the pupils themselves, aims to create an ecologically friendly environment which also celebrates the

world's diverse cultures. In planning and creating ponds, nature trails, a sculpture park and an area for quiet reflection complete with solar-powered fountain, pupils' spiritual and cultural development are greatly enhanced and opportunities are provided for them to broaden their learning in many subjects. They organise and minute meetings, produce newsletters, learn about recycling and energy conservation, and have worked with artists and an engineer to create art work reflecting ideas from other world cultures.

Care, guidance and support

The school provides very good care for all its pupils, with good guidance to help with their work. Pupils have very good opportunities to express their views and influence school life.

Main strengths and weakness

- A strong ethos of care is evident; there are very good procedures for pupils' welfare, health and safety, so they feel secure and comfortable in school
- There are very good arrangements to settle pupils into the school and ensure that they are eager to learn
- Pupils have very good, trusting relationships with staff
- Pupils are listened to, and their views are taken seriously by the school
- Target-setting is at an early stage and has not yet had an impact on raising pupils' attainment

Commentary

18. The school welcomes pupils warmly at whatever age they arrive, and teachers do all they can to help them settle in quickly and make friends. Pupils who arrive during Years 3 or 4 reported that they were made to feel very welcome and really enjoy coming to school. Pupils feel secure in a clean and well cared for environment. Policies for health and safety, child protection and encouraging good behaviour are very effective in promoting high standards of welfare. The policies are clear and practical and identify individual responsibilities and specific procedures, making them easy to implement and monitor. Regular risk assessments are carried out, and detailed records kept. Pupils who take ill during the school day are well cared for. The school makes pupils aware of the importance of healthy eating, and of drinking water regularly, and has recently received a Healthy Schools Award.
19. Teachers know the children very well and develop very good relationships with them, so that pupils have the confidence to ask for help when they need it. If they fall in the playground they know there will be a helping hand and comforting words. If they have a problem they know that appropriate support and guidance will be forthcoming. The school is very good at acknowledging pupils' achievements through its rewards scheme. Their personal development is monitored informally through staff's knowledge of them, and achievements both in and out of school are celebrated in assemblies and on display boards in the school. Pupils are well supported academically and are given targets to improve their work. The implementation of the target setting is, however, at an early stage, and has not yet made an impact on raising pupils' attainment.
20. There are very good procedures for identifying, assessing, supporting and monitoring pupils with special educational needs. Classroom assistants know the pupils with special educational needs well. Thorough and regular communications between the coordinator, teachers and classroom assistants and other outside agencies ensure that records are detailed and meet all statutory requirements. Older pupils are involved in annual reviews of their achievement.
21. Pupils are very involved in the life of the school. They have the opportunity to express views in circle time in class, and know that they will be listened to. Their views are actively sought through questionnaires and through a very effective school council that plays an important part

in the work of the school. The council is currently involved in organising fundraising activities to improve the outside environment. Pupils regard the school council as an important channel for them to voice any concerns they have and provide ideas for the school's development.

Partnership with parents, other schools and the community

The school has built very good relationships with parents, the community and other schools, all of which contribute well to pupils' achievements.

Main strengths

- Very good links with other schools have a positive impact on pupils' personal development and transfer to secondary school
- Parents are very supportive of the life and work of the school, and are kept well informed about their child's education
- Pupils gain a great deal from their involvement in the village and wider community

Commentary

22. Parents are very positive about the school, and are very supportive of its work. A significant number help in classrooms and with visits, and make a valuable contribution to learning. Parent governors are actively involved in school life, and their commitment is valued by the school. The Friends of Brockham School offers very good support for the school in running a wide range of events with significant fund raising. Money raised recently has been used to improve the school environment and maintain the swimming pool.
23. Parents receive very good information. The school brochure and the governors' annual report provide a wide range of information about the school and its activities, and meet statutory requirements. Weekly newsletters keep parents up-to-date, and a high quality website provides another useful source of information. Parents have good opportunities to discuss their children's progress at consultation meetings, and, on an informal basis, at the end of the school day if required. Annual reports give a clear indication of pupils' standards and achievement, and the best examples give parents specific information on how their children can improve.
24. Overall, parents feel well informed, and appreciate the school's 'open door' policy. The school actively seeks their views through the use of questionnaires that are analysed so that their views are incorporated into new or revised school policies or the school improvement plan. For example, in response to a recent questionnaire the school reviewed its anti-bullying procedures.
25. The school's links with the community are very good, and these make a significant contribution to pupils' learning. The school is an integral part of the village, and this helps pupils develop a sense of belonging to a community. A very good range of visitors to the school, including a local artist, the police liaison officer and local residents enhance pupils' learning across the curriculum, and links with the local parish church support pupils' spiritual and cultural development. The school makes good use of the local area, including field trips to Box Hill. It gives strong support to local community events such as the village fair and horticultural society show. Several local businesses have provided donations and sponsorship and a number of local organisations use the school's facilities. Further afield, the school has developed links with a school in France, and this has resulted in exchange visits.
26. The school has developed very good links with others in the area, mainly, but not exclusively, through the local consortium of schools. These links are particularly helpful for sharing resources and particular expertise. There are very good links with the local secondary school to which the majority of pupils transfer, with good use made of the facilities for modern languages. Brockham has developed good transition arrangements including the transfer of

information relating to both pupils' academic and social skills. The special needs coordinator meets with special needs staff in feeder, and receiving schools to make sure that there is a good understanding of the various difficulties these pupils have. These effective links support smooth transition for this group of pupils. Pupils benefit from an induction day at the secondary school. As a result they are very well prepared for the next phase of their education when they leave.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are good. Governors are very supportive of the work of the school and fulfil their statutory responsibilities well. Senior staff are fully involved in the drive to raise standards.

Main strengths and weakness

- The headteacher promotes his vision, that education should be high quality and enjoyable, very well
- Governors support the staff well, and have a good understanding of the school's strengths and weaknesses
- The school improvement plan is a very effective tool that guides the school's development successfully
- The school is developing good systems for the evaluation of its performance. However, these are recently introduced and not yet consistently implemented or making an impact on standards

Commentary

27. The headteacher has a clear vision for the school, based on promoting high quality teaching and learning, a stimulating and enjoyable curriculum and the involvement of all staff. He shares this well, so that staff with responsibilities work enthusiastically to ensure that pupils get the most out of their time at school. The school motto "Smile and have fun" is central to its work. The school improvement plan is a very effective tool at both the strategic and the management level. The priorities identified are very appropriate and shows a very good understanding of the school's strengths and weaknesses. It successfully guides the overall development of the school and also provides useful mechanisms to ensure its objectives are met.
28. Governance is good. Governors are very involved in the life of the school and show a perceptive awareness of its strengths and weaknesses. There are good systems in place to ensure they can find out about how well the school is doing. For instance, in addition to several governors having a subject to track, governors are also attached to each of the classes, which they visit and support. Governors make a significant contribution to the development and evaluation of the school improvement plan. They are able to challenge the ideas of the senior staff as well as support their work. The school receives very good support from the governor with responsibility for special educational needs. He works closely with the coordinator to ensure that secure systems are in place to identify individual need and ensure that pupils are appropriately supported in class. An induction programme for classroom assistants has been developed and effective management has improved the continuity of provision since the last inspection.
29. Management is good. The school runs smoothly and efficiently. There is good commitment to the development of staff teaching skills. New staff are inducted effectively, because of the school's supportive ethos. The school has a positive approach to the provision of initial teacher training and has built up useful links with several teacher training providers.

30. The headteacher and senior staff monitor teaching regularly and have a good understanding of the strengths and weaknesses of the school. This contributes to determining the priorities for school improvement and setting targets. However, procedures for monitoring are inconsistently implemented. Recently revised procedures for assessing and analysing performance in some subjects have yet to make an impact on pupils' achievement.
31. Financial management is effective, rooted in a commitment by all those involved in school management to spend the maximum amount available on the pupils' education. The school is currently running at a deficit because of the transition to a new admissions system which will bring to an end the several ages of entry currently experienced by the school. The headteacher has been successful in obtaining additional funding to cushion this process and there is an appropriate planned approach to reducing the deficit.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	811,204
Total expenditure	858,849
Expenditure per pupil	2,327.50

Balances (£)	
Balance from previous year	15,509
Balance carried forward to the next	-32,136

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Reception class is good. Teaching and learning are good across all areas of learning and children make good progress, especially in their personal development. This means that they work hard in school and enjoy their lessons. Most of the children will reach the expected goals for children's learning in all areas and a good proportion will exceed them. Staff in the Reception class work well together so that children feel happy and secure. Very good induction procedures mean that children settle into school routines quickly and know the staff before they come to school. Planning is good and covers all areas of learning. Learning objectives are clear and activities are planned to meet the needs of all children, including those with special educational needs and those who are of higher ability. Assessments are good. They are carried out regularly and planning is reviewed to take into account what the children have, or have not, learnt one day. This means that activities are relevant and based on secure assessments of the progress that the children make each day. The curriculum is broad and balanced so that equal emphasis is put on each area of learning. Staff take good care of the children and ensure that they are safe in the sun, for example. The Foundation Stage is well integrated in the school so that the children can feel part of the school as a whole. There has been good improvement since the last inspection because all of the strengths have been.

Personal, social and emotional development

Provision in personal, social and emotional development is very good.

Main strengths

- Children are encouraged to become independent and choose activities for themselves
- Children behave very well and are very interested in their lessons
- Relationships are very good and children get on well with each other

Commentary

32. Children make very good progress in this area of learning because staff put much emphasis on encouraging children's personal development. Induction procedures are good so that children settle to school routines quickly and want to learn. Staff form very good relationships with the children, and consequently they are excited about school. The children behave very well because they know right from wrong and spend time talking about being friends and looking after each other. Consequently children behave very well and share resourced appropriately, taking turns at activities willingly, knowing that they will get their turn. Staff plan an appropriate balance of activities that includes those that the children undertake independently and those that are adult led so that specific skills and knowledge can be taught and assessed. This is particularly effective as planning is then based on what the children know and understand so that they can make good progress.

Communication, language and literacy

Provision in communication, language and literacy is good.

Main strengths and weakness

- Children learn skills systematically
- There are good opportunities for children to act out their experiences
- There are too many worksheets and this limits the opportunities that children have to write for themselves

Commentary

33. Children make generally good progress in this area of learning. Early reading skills are taught systematically so that children can learn to read confidently. Children learn the sounds that letters make and begin to use this knowledge when writing. However, the staff use too many worksheets and this limits the opportunities that the children have to write independently and discover for themselves how to set things out on a page. Role-play opportunities are well planned so that children can begin to make up their own stories and act out their experiences. Staff encourage the children to speak clearly and express their ideas confidently. In whole class discussions, for example, children talk about various animals and where they live. The children listen to each other attentively, and make appropriate responses. Children respond positively and enjoy talking to each other. Opportunities for children to think are planned well. When the children were looking for insects in the school grounds the teacher asked good questions about what they thought they would find and the children were very knowledgeable about the local environment, making sensible suggestions about what they would see. When the teacher asked if they would see a lion, they all knew that they would not because "lions don't live in the school grounds."

Mathematical development

Provision in mathematical development is good.

Main strength and weakness

- Children use mathematical vocabulary confidently
- There are too many worksheets

Commentary

34. Children make generally good progress in this area of learning. Although there is evidence that too many worksheets are used, limiting the opportunities that children have to record for themselves, children enjoy mathematical activities. They learn to count to ten and beyond with confidence, and they use a variety of mathematical vocabulary well. Children know the basic shapes and can talk about the properties of these shapes. They use the water and sand tray activities to explore capacity and understand about concepts such as length and height. The children are beginning to understand about addition and subtraction and use practical activities confidently to solve simple problems.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is very good.

Main strengths

- The outside area is used very well to promote learning
- Children are very interested in their surroundings
- Activities are well planned so that children experience all aspects of this area of learning

Commentary

35. Children make very good progress in this area of learning because activities are well planned to cover all aspects. Children's scientific understanding is promoted very well because the outside area is used effectively. Staff plan for children to look carefully at living things, often using lenses and magnifiers to help them, and to take care of what they see. Children are encouraged to listen and appreciate all they see around them. The small outdoor area is used to grow plants and children learn what it is that plants need in order to thrive. Early design and technology skills are promoted well and children have access to a wide range of resources so that they can learn to join and build models. Children use the computer, with appropriate programs, confidently, and can access their work independently. Through carefully planned discussions, the children talk about the important

events in their lives and learn about what has happened in the past. They look at the local environment and begin to learn about important features.

Physical development

Provision in physical development is good.

Main strengths

- The outside area is used well to promote physical development
- Children learn to use a wide variety of tools with increasing control

Commentary

36. Children make good progress in this area of learning because activities are well planned. When using the outside area staff ensure that children develop the skills of throwing and catching as well as running and balancing. Adults provide good role models for the children and show them how to kick a ball, for example, or how to catch effectively. When using the wide variety of tools inside, the children learn how to use scissors safely and how to hold pens and pencils properly so that their handwriting is correctly formed. Staff encourage the children to have high hygiene standards and the children are beginning to learn the importance of keeping healthy.

Creative development

Provision in creative development is good.

Main strengths

- Children experience a wide variety of creative experiences
- There are many opportunities for children to act out their own experiences

Commentary

37. Staff plan many activities to encourage children's creative development and the children respond positively. There are many wall displays that celebrate the children's art work and these help provide the bright stimulating environment in which the children work. Children are encouraged to try out their cutting and sticking skills and, during the inspection, made boats as part of their theme on travel. The role-play area had been turned into a travel agents and children acted out buying ticket and going on holiday. Children sing enthusiastically and enjoy the many opportunities they have to make up their own stories through dressing up or playing with small equipment such as train sets and farm animals.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is good.

Main strengths

- Teaching and learning are consistently good and pupils achieve well
- Standards in reading are well above average by the end of Year 2 and Year 6
- Speaking and listening are promoted well through the use of challenging questions
- The subject is very well led and progress is carefully monitored

Commentary

38. The school has developed clear systems to support reading improvement and standards have improved steadily since the last inspection. A guided reading programme has been developed and pupils routinely read to adults both at home and at school. The regular use of reading diaries provides for useful dialogue that helps all pupils make good progress. The school values literature and literacy in high quality displays. Book areas in classrooms are well organised and have good quality copies of fiction and non-fiction books. Particular attention has been paid to provide appropriate books for older, less fluent, readers. Separate library areas for infants and juniors are attractive and well used. There is internet access for older pupils so that they carry out their own independent research.
39. Pupils have very good language skills and standards in speaking and listening are well above average. A strong feature of the best lessons seen is the way in which pupils are encouraged to talk to each other and to think before taking part in class discussions. "Hot-seating", whereby pupils pretend to be different characters from fiction, or famous people, helped pupils in Year 2 explain to a partner how *Burglar Bill* could return the stolen goods. Their letters of apology showed that they understood the need for him to make amends. In the final part of a Year 4 lesson pupils read each other's poems and confidently answered questions identifying the best use of powerful language. Different levels of questions made sure that all pupils were involved, and this is particularly useful for pupils with special educational needs.
40. Although standards in writing are above average, the school is taking steps to narrow the gap between reading and writing. Pupils' creative writing is imaginative and has impact because they use a wide range of mature vocabulary. Work is well planned so pupils learn the characteristics of many different kinds of writing. However, pupils do not achieve as well in writing as they do in reading and speaking and listening, for several reasons. Although teachers provide good examples of writing, there are too many worksheets for younger pupils, and too few activities that require older pupils to research their ideas before writing to inform or persuade. These limit the opportunities for pupils to write independently and at length. The best writing for all groups of pupils is based on first hand experiences created through learning in other subjects or from visits.
41. Teachers and support assistants work closely together so that pupils with special educational needs are included in lessons and achieve well. Marking in books is positive and rewards effort. It shows that writing is valued, and pupils are involved in self-evaluation of their work. Information gained from this is used to set pupils individual targets for improvement, but the practice is more consistent in Years 1 and 2. In other years there are fewer comments that give points for improvement. The school has begun to use assessments to set targets that pupils are expected to achieve by the end of the year, but not enough use is made of this information to plan work with more variation for pupils at different levels of attainment.
42. There is very good teamwork amongst the staff, who know their pupils well. The subject is well led and managed in the school. Teaching and learning are tracked with great care to promote

consistency and share good practice. Appropriate areas for development have been identified but it is too soon for them to have an impact on raising achievement further. There has been good improvement since the previous inspection.

English across the curriculum

43. Literacy has been well developed through pupils using their writing skills to support work in other subjects. They are required to use skim reading techniques and edit text when they write about famous people in history and art. They use this information to imagine what it would have been like to live in different times. Pupils record the results of experiments in science and label maps and diagrams in geography. Word-processing skills are well developed in ICT. For example pupils produce brochures and write recipes and poems. Speaking and listening skills are promoted well when pupils gather together for discussion. They listen attentively to each other and even if they disagree the conversations are polite.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weakness

- Standards are well above average
- Teaching is good. Pupils achieve well and develop positive attitudes to mathematics
- The next steps needed to improve pupils' learning are not identified rigorously enough to raise standards still further
- Mathematics is used well to support pupils' learning in other subjects

Commentary

44. Work seen during the inspection indicates that standards overall are well above average at both key stages. As the majority of pupils started school with above average skills in mathematics this represents good achievement. The subject leader has a programme for checking the quality of teaching, so this is now good throughout the school and has contributed to the good improvement that has taken place since the last inspection.
45. Pupils enjoy mathematics because teaching is lively and helps them understand that mathematics has a relevance to their daily lives. By Year 2 the majority of pupils add and subtract numbers competently up to 20, and higher-attaining pupils confidently deal with numbers up to 1000, recognising which of two similar-looking four-digit numbers is greater than the other. Pupils respond well to mathematical problems. For example, Year 1 pupils enjoyed selecting a meal from a menu and adding up the cost, while many Year 2 pupils quickly identified the pattern in a sequence of numbers and extended it by adding more. Clear and readily available explanations from teaching assistants ensure that lower-attaining pupils also make good progress.
46. By Year 6, a significant number of pupils are working at an above average level. The school emphasises the need for pupils to solve practical problems and provides many opportunities for them to do this. However, they have fewer opportunities to carry out open-ended investigations and to record their findings in their own way.
47. Teaching is good and often very good. High expectations, a brisk pace and the quality of dialogue between the teacher and pupils characterised the best lessons. In a very good Year 1 lesson on shape, for example, the teacher constantly challenged pupils to explain their reasons for naming particular shapes. Very effective use was made of the final part of a similar Year 2 lesson on place value when the teacher discussed with particularly able pupils how confident they felt about what they had learnt. In a very good Year 6 lesson on co-ordinates in four quadrants, the teacher had provided a very clear explanation of the term 'translation' but was then challenged by pupils when they, rightly, pointed out an error in an example she had given. The ensuing discussion not only provided an excellent example to pupils about how people learn, but it also challenged pupils to justify their argument and laid the foundation for high quality learning in the lesson.

48. Leadership and management of the subject are good. There is an effective programme for checking the standards of work; observing lessons and leading staff in discussing samples of pupils' work so that improvements can be made to teaching and learning. Pupils' progress is regularly checked and the information used to predict how this will continue. However, apart from in Year 2, this information is not yet used well enough to set challenging targets to increase the rate of progress, nor is it used effectively to involve the pupils themselves in improving their own learning.

Mathematics across the curriculum

49. The use of mathematics to support learning in other subjects is very good. Pupils frequently measure things that happen, collect numerical information and record their findings in tables and graphs. In geography, for example, a survey by Year 5 pupils of traffic passing through the village was, enhanced by converting the information into pie charts and line graphs to illustrate their findings.

SCIENCE

Provision in science is good.

Main strengths and weakness

- Pupils at both key stages achieve well in science and reach above average standards
- Investigative science is well taught. Teachers equip pupils to think and work scientifically
- Very good use is made of the rich school environment in teaching science
- Assessment procedures, including marking, record keeping and target setting are inconsistently used
- Pupils have very positive attitudes towards science

Commentary

50. Pupils' results in the 2003 National Curriculum tests at the end of Year 6 were above average, with a high proportion of pupils reaching the higher level. Teachers' assessments in Year 2 showed above average standards, and a high proportion of pupils also reached the higher level. Inspection evidence confirms that standards are above average and that pupils achieve well, particularly in developing the skills of scientific investigation.
51. Teaching and learning in science are good overall, and during the inspection some very good and excellent teaching was seen. Particular strengths in teaching include good questioning skills that encourage pupils to explain their findings and help to involve all pupils in lessons. Teachers have good subject knowledge and are generally confident. They encourage a scientific approach, asking pupils to think as scientists, so that they develop an understanding of the importance of evidence, controlling variables in tests and making their testing reliable.
52. Teachers make very good use of the school grounds. For instance in one lesson seen in Year 2 the teacher had organised the class into groups, with good adult support, so that different animal and plant habitats could be investigated. Pupils were able to visit and survey the school ponds, the field, playground and a woodpile and draw conclusions about the conditions necessary for animal and plant life and how different environments are suited to different life forms. Teachers employ a good range of presentation strategies when explaining complex topics such as the orbits of the earth and moon.

Example of outstanding practice

Excellent use of well-developed school grounds fosters scientific thinking during pond dipping in year 4.

The teacher reviewed key terms such as habitat and used large, colourful pictures of pond animals to focus the pupils on what they were looking for. She made emphatic reference to the need for accurate and detailed

drawings – “this is what good scientists do” - and provided a structured table for recording. Identification charts were also provided. Pupils were organised into groups, using a support teacher and parents, so that individual needs could be met. Pupils dipped using nets and showed immense enthusiasm and complete involvement in the task. “I found a dragonfly nymph! Look at this!” They were able to identify the animals they found and record them with great care. They discussed the different parts of the pond where they made their finds. Six higher attaining pupils with the support teacher made comparisons between two ponds, noting how a covering of algae reduced the incidence of some life forms. They drew conclusions based on their observations. High teacher expertise and expectations, excellent use of the ponds in the school grounds, and great care matching the task to pupil needs made this a highly effective lesson.

53. Teachers’ marking is not consistent. The best examples give very good feedback to pupils so that they know how to improve their work, but other marking is much less informative, and pupils were given little indication as to how they could improve their work. Teachers create very positive attitudes in pupils. As one girl in Year 6 remarked “In science we have learned so much. They try and make it fun for us.”
54. The leadership and management of science are good. The recent work to promote investigative skills has been successful. However, systems for record keeping and target setting are new and have not yet had time to impact on standards. There has been good improvement since the last inspection because high standards have been maintained and the curriculum has been developed so that good links are made to other subjects such as mathematics and geography.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is good.

Main strengths

- Teaching is good and pupils are very confident
- Very effective use is made of ICT to stimulate pupils’ learning in other subjects

Commentary

55. Standards are above average and pupils’ achievement is good. Teaching has improved since the last inspection and is now good throughout the school. This, together with increases in staff competence, represents good improvement since the last inspection.
56. As well as planning for pupils to acquire specific computer skills, such as mouse control and entering and retrieving data, teachers also plan effectively for ICT to be used as a tool to support learning in other subjects. CD-ROMs and the internet are used to research information. Year 1 pupils develop their understanding of a story, for example, by using the computer to create their own multi-coloured pictures of elephants, while those in Year 2 use a programmable robot to help them understand ideas of direction and how to control events. Pupils begin using computers in Years 1 and 2 to present information they have collected in simple graphs and, as they move through the school, this is developed further so that by Year 5 results of surveys are presented in a variety of graphical forms and charts, and by Year 6 pupils created their own computer presentations to illustrate work in science. A notable example of this was pupils’ own animated drawings to explain the relationship between volts, watts and amps.
57. Teaching is good because teachers themselves are confident with computers and provide good role models for pupils. They give clear explanations in lessons, ensure pupils use correct vocabulary, and encourage them to appreciate the disadvantages as well as advantages of using computers. As a result, pupils have very positive attitudes to their work and make good progress in lessons.

58. Leadership and management are good. This is because optimum use has been made of available resources through, for example the use of computers to control events, are covered in less depth than others. Pupils' progress is methodically recorded and is done in a particularly useful way in the older classes, where pupils themselves evaluate how effectively they have learnt something.

Information and communication technology across the curriculum

59. The use of ICT to support learning in other subjects is good. For example, older pupils take laptop computers to the hall so that times collected during PE lessons can be entered straight onto a spreadsheet for analysis. Younger ones have taken digital photographs of the school's grounds to present a slide show in their assembly about places where one can sit and reflect quietly on the beauty of creation.

HUMANITIES

There were too few history lessons seen and so this subject has been sampled by talking to pupils, looking at work and discussing with staff. Geography and religious education have been reported in full.

60. Work was sampled in **history** as only one lesson was seen. There is every indication from pupils' work that the quality of teaching is good and standards are above average. This represents an improvement since the last inspection in Years 1 and 2, when they were average. Historical skills are incorporated into many other subjects and pupils benefit from a wide range of visits and visitors that deepen their knowledge and understanding of the periods they have studied. Good management has introduced a more enquiry-based approach to learning, whereby pupils are encouraged to research historical events, and this gives clear guidelines for teachers to assess pupils' achievements.

Geography

The quality of provision for geography is good.

Main strengths

- Standards are above average
- The quality of teaching is good so that all pupils achieve well
- Pupils have very good attitudes to the subject and enjoy their lessons
- Good leadership has led to increased staff confidence

Commentary

61. Work seen in Years 1 and 2 shows that pupils have a good knowledge of geography for their age and are developing skills that help them to think and act like geographers. By the end of Year 2 they have a good understanding of different localities and are beginning to explore how places compare with their village. Pupils mapping skills are linked effectively to ICT and they use co-ordinates to identify tourist attractions on a map of London. Their plan-views of the school's Eco Trail includes a key. Most pupils are beginning to justify some of their observations and marking indicates where lower attaining pupils have talked about geographical features on the imaginary island of Struay. Pupils achieve well.
62. Pupils in Years 3 to 6 achieve well and show a keen interest in geographical topics participating enthusiastically in discussions. There is a strong emphasis on fieldwork and teachers encourage pupils to pose their own questions and draw on first hand knowledge before making decisions about how to present information. Pupils use geographical vocabulary very well. In a very good Year 3 lesson, pupils used terms such as symbol, feature, ford and viewpoint with confidence as they created a 3D map on the hall floor. Pupils in Year 6 took on the role of planning company executives in a lesson on rivers and the environment.

They demonstrated a clear understanding of the purpose of a reservoir and the need for schools to be placed near housing when drawing up their plans. They gave well informed explanations and discussed the merits of plans by other groups very maturely to decide how the river's physical features would impact on humans and the environment.

63. The quality of teaching is good. Links with literacy are very good. Speaking and listening are planned well and the use of talking partners is particularly effective during discussions because pupils participate fully. There are also good opportunities for note taking and writing for different purposes. For example, Year 4 used a wide range of plans, maps, aerial and digital photographs to prepare information sheets for Box Hill. Pupils make good use of a huge compass painted on the playground in orienteering activities.
64. The subject is very well led and managed. Schemes of work have been re-written so that all staff have access to clear guidance for teaching geography and this has led to increased teacher confidence. There is now a more practical approach to geography and this has led to a more exciting curriculum.

Religious education

Provision in religious education is good.

Main strengths and weakness

- Pupils of all ages develop a good understanding about different religions
- Lessons are interesting, although there are too many worksheets used in the younger classes
- Visits are used well to enrich the curriculum

Commentary

65. By the end of Years 2 and 6, pupils reach standards in religious education that are better than the expectations of the locally agreed syllabus. Pupils throughout the school develop a clear understanding about other religions and learn to accept the views and beliefs of others. By the end of Year 2 pupils know about stories from the Christian tradition and understand about Muslims and their customs. By the end of Year 6, pupils' understanding has been developed well and they know about the traditions associated with the Hindu faith and understand that in order to be a Hindu you have to be born one.
66. Teaching and learning are good across the school. Teachers have high expectations and, as a result, pupils enjoy lessons. Work is well planned to meet the needs of all pupils and consequently pupils achieve well. However, there are times when printed worksheets are used too much and this limits the opportunities that they have to record for themselves and practise their writing skills.
67. The subject is well led and managed in the school and this has resulted in religious education being valued. Learning is enriched with outings to the local church so that pupils learn about places of worship. These places are then contrasted with those of other religions and pupils begin to understand the similarities between different faiths as well as the different customs associated with various religions. There has been good improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology and physical education were only sampled during the inspection and have been reported briefly below. Art and design and music are reported in full.

68. It was only possible to see one lesson in **design and technology** in Years 1 and 2 during the inspection. In this lesson the teacher's very active and imaginative approach allowed the pupils to experiment with loading boats as they developed their understanding of stability and balance in mechanisms. The lesson was effectively related to science and English and pupils

showed they could work together well. Samples of work seen indicate that pupils reach good standards at both key stages, enjoying a range of designing and making experiences. For instance, pupils produced very attractive pizza faces and monster sandwiches as part of their work with food. In Year 6 pupils have designed and made very effective Tudor houses using wood. Very good links are made with other subjects, notably English, science, art and history. Pupils are also encouraged in a problem solving approach, for instance taking part in a competition to produce the tallest structure to carry a given weight.

69. In **physical education** two lessons were observed. Teachers' planning indicates that pupils experience a good range of activities. After school on two days during the inspection groups of pupils enjoyed the cricket coaching and dance club organised by staff. Pupils from Year 2 on learn to swim in the school's pool and respond well to effective instruction that enables them to be confident and safe in the water. Most can swim a minimum of 25 metres and many do much more in out of school clubs. Pupils achieve considerable success in competitions against other local schools and indications are that standards are above average overall.

Art and design

Provision in art and design is good.

Main strengths and weakness

- Pupils achieve high standards because teachers have high expectations
- Teachers have good subject knowledge
- Pupils enjoy art lessons and work with care and concentration
- Teachers do not always demonstrate techniques sufficiently

Commentary

70. Standards in art are above average across the school. No lessons were seen in Years 1 and 2, but scrutiny of work and displays shows that pupils learn to paint with developing skills, including colour mixing, using different tones and experimenting with line. They learn about a range of artists, such as Vincent Van Gogh, and work in both 2 and 3 dimensions. In Years 3 to 6, pupils use a range of media to draw and paint and they use techniques such as collage to re-interpret other artists' work. For instance, in Year 6 pupils learn how to use drawing skills such as hatching and feathering to convey texture. Pupils achieve well at both key stages, producing work of real quality. For example, Year 3 pupils produced exquisite watercolour illustrations of flowers in the style of Victorian botanical illustrations.
71. Teaching is good. Teachers have considerable subject expertise and are knowledgeable about artists such as Monet. This enables them to bring lessons to life and engage pupils well. Good links to other subjects, such as English, are also a very positive feature. Teachers have high expectations of all pupils' involvement in lessons and support those who have less confidence effectively, so that all can achieve. Pupils enjoy art. They concentrate well, work purposefully and are keen to produce high quality art. Lessons are well planned and organised and pupils are taught to use a range of resources, such as various drawing and painting media, using viewfinders and experimenting with clay. Teachers also encourage pupils to evaluate their own work. In one display of pictures in which black and white photographs were translated into studies in colour and tone a pupil had written "It was really hard, but at the end I was really proud of my work."
72. Leadership and management in art are good. The curriculum is well planned to ensure the progressive development of skills. The co-ordinator is well aware of strengths and weaknesses in the subject. There is good enrichment of the art curriculum through an art club and an arts week which included various visiting artists. There has been good improvement since the previous inspection.

Music

Provision in music is good.

Main strength

- Pupils benefit from an enriched curriculum and standards are above average.

Commentary

73. Pupils reach above average standards because they experience a wide range of activities, including the use of ICT to compose simple tunes. These are supplemented well by after-school clubs, visiting instrumental tuition and opportunities to take part in performances for parents and public audiences. Good teaching is provided by the specialist subject leader, particularly in singing. Lessons are taught at a brisk pace, pupils learn to breathe correctly and quickly rehearse new songs for performance in several parts. Singing in school concerts is lively and tuneful, and the choir has opportunities to join others to sing to a wider audience, including a performance at the Albert Hall.
74. Other lessons are effective because pupils are actively engaged in music making and they are provided with interesting and challenging activities. Year 6 pupils, for example, looked at the music for 'This Old Man' then re-arranged it in a different order so that it could still be played in a musical way. Opportunities are provided for pupils to listen and respond to music, and they begin to compose their own at an early stage. Pupils in Year 2, for example, use percussion instruments to respond to seascape paintings and record their compositions using simple picture notation. This is developed systematically through the school. Groups of Year 5 pupils composed Rap songs, complete with CD jewel cases designed and created on the computer, and Year 6 pupils worked co-operatively to compose pieces, with pitched and un-pitched instruments, that reflected the mood of paintings by impressionist painters. They appraised their own efforts and refined them to produced polished, controlled performances.
75. A wide range of instrumental tuition is provided by school staff, and visiting teachers. Pupils with particular talents are identified and encouraged to develop these both in and out of school.
76. Leadership and management of the subject are effective, and the school has maintained the good standards identified at the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision in personal, social and health education is very good.

Main strengths

- Pupils benefit from good role models provided by adults
- Social skills are systematically developed throughout the school so that pupils' behaviour and attitudes towards others are very good
- Health education is supported and encouraged at all levels

Commentary

77. The school's ethos of equality and care underpins personal, social and health education in all aspects of school life. Adults deal with pupils and each other in a respectful, calm manner and there is an expectation that pupils will behave similarly. Circle time (when pupils sit in a circle and learn to listen to and value each other's feelings and opinions) is used throughout the school. In a very good Year 2 lesson, for example, pupils learnt what kindness to others involves, and to discriminate between kind and unkind behaviour. As pupils progress through the school these lessons help build the necessary skills and understanding for them to play an effective part in shaping the life and work of the school through the School Council, and other initiatives such as the Eco-Project and pupils specially trained as peer mediators.
78. Through science and other, specifically planned, lessons pupils are taught the importance of, and ways to, keep themselves healthy and safe. This process is further enhanced by visits from specialist health workers who discuss health and drugs-related issues, and from fire and police officers who help pupils keep themselves safe, and prepare them for the challenges of their teenage years and the accompanying peer-pressure to conform.
79. This aspect of the school's work is very well led and managed. Responses in their questionnaires indicate that virtually all parents consider it to be a strength of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).